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ABSTRACT

This handbook is designed to assist vocational teachers in maintaining effective classroom and laboratory control. Following an introduction to the topic, the importance of effective control and teacher attitude are overviewed. The third section offers definitions of discipline and "in loco parentis", a perspective on discipline, and reasons for disruptive behavior. Section 4 first discusses 31 strategies for managing the classroom and laboratory. Facility organization, beginning the year, and problem awareness are briefly addressed. Discussion follows of corrective techniques for use in dealing with misbehavior, including leave it alone, end the action, attend more fully, spell out directions, track the student's progress, withhold reinforcement, use suspense, use individual conferences, and use volume. Corporal punishment is addressed, and techniques to avoid are described. A table of 20 common discipline situations with three possible solutions each is provided. The final section of the handbook summarizes seven theories of classroom discipline. Each one is described and key ideas and suggestions for implementation are presented. The theories are managing the group; classroom awareness, student accountability, and group management; shaping desired behavior; addressing the situation with sane messages; good behavior comes from good choices; confronting mistaken goals; and assertively taking charge. References are appended. (YLB)

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MAINTAINING EFFECTIVE CLASSROOM CONTROL IN VOCATIONAL EDUCATION

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HOW TO USE THIS HANDBOOK

This handbook is designed to assist vocational teachers in maintaining effective classroom and laboratory control. Suggested solutions are provided for frequently occurring discipline situations. The solutions offered are by no means sacred and will not work for all teachers. However, many vocational teachers face similar discipline situations.

The handbook was prepared from the standpoint that teachers should concentrate on managing the learning environment to prevent as many discipline situations as possible from ever occurring. The five sections of the handbook relate to importance of effective control, teacher attitudes, definitions for discipline, managing the learning environment, and theories of classroom discipline.

Specific suggestions are provided to assist the teacher in controlling the classroom and laboratory: A list of strategies for managing the classroom is presented on pages 9-10; selected behaviors that teachers consider disruptive are presented on page 24; and 20 common discipline situations along with three possible solutions are listed on pages 37-39. Those suggestions that fit your situation should be tried to assist you in maintaining the best possible learning environment.

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INTRODUCTION

> I had trouble. Right from the start I had trouble. Somehow or other the class and I managed to muddle through the months of September and October. Things were bad from the beginning and got worse each day, so that by November the breaking point had been reached. The students would come shouting and screaming into the room, fighting, throwing things, arguing. They did everything they could to gain attention, to disrupt the classroom... The result was a ceaseless struggle between the students and me. They continuously pressed for more action, for more talk, for more disruption, for more shouting, for more chaos. I continually pressed for more order, more work, more obedience, more quiet, more learning, more peace...I went home nights with my hands trembling, my nerves shattered...A complaint was made to me by some of the students that they were afraid--really fearful--because some of the other students were so rough...I had to find a solution (Miller, 1974, p. 680).

Contrast the above example with the experiences of another teacher, a teacher who acted like a teacher. He was in the room (Warmbrod, McCracken and Newcomb, in press), ready for class, and showing his personal interest in each individual student well before time for class to begin and well after each class ended...The teacher knew his subject...The teacher and students knew one another and respected one another...The lesson was organized and clear...The teacher did not shout, nor did he publicly confront his students. A word, a look, direction was all that was needed. It was obvious that the teacher personally knew the students and their parents and home situations...The students were the center of their own learning and were responsible for their own actions.

The teacher is responsible for a learning environment which enables students to effectively learn. Students cannot give their attention to the task of learning and simultaneously view the performance of disruptive students. Teachers cannot give clear and organized presentations if they must continually stop instruction and restore order.

Attention provided to one student pulls the teacher away from what he or she desires to do with other children (Wolfgang & Glickman, 1980). The teacher is caught betwixt and between (p. 5).

Teachers who are effective in managing the learning environment are concerned about what really matters. They realize that what really matters in schooling is: (1) maximum learning of specified objectives (2) courtesy and respect for others, and (3) pursuit and development of talents and abilities. Such teachers value education by talking positively about it and helping others make educational progress. They also value learning, value the golden rule, prepare adequately for instruction, give their best effort in teaching, keep students on task, follow up to be sure expectations are realized, take the extra step, persevere (set their jaws and never give up), and communicate with parents (Charles, 1981, p. 133).

IMPORTANCE OF EFFECTIVE CONTROL

National polls (Mississippi Department of Education, n.d.) in recent years have shown that the public perceives discipline to be one of the most critical areas in our public schools today...The very existence of a viable public education system may depend on our ability to cope with discipline and safety problems which affect learning. All successful organizations are built on respect for authority; little progress and much confusion occur without discipline (p. 2).

Learning to live within the constraints of the school society is as important in preparing for later life as is the knowledge of multiplication tables (Barth, 1980). Clear expectations and carefully laid out consequences for misbehavior both maintain school discipline and teach children about the limits of socially acceptable behavior (p. 400).

In many ways, discipline is similar to law (Charles, 1981). Discipline is necessary because it (1) is expected (by parents, teachers, administrators, students, and the public), (2) facilitates learning, (3) fosters socialization (acquiring the values, beliefs and behaviors of society), (4) permits democracy, (5) is needed psychologically (security from knowledge of expectations), and (6) brings joy (from achieving that which is difficult) (p. 16-18).

TEACHER ATTITUDE

The perceptions teachers have of the students, and the perception students have of themselves, account to a large extent for students' behavior.

Concentrating solely on misbehavior tends to make students look bad and teachers inept (Charles, 1981). There are several positive things teachers should remember. Keeping these points in mind helps produce a positive attitude, a feeling of correctness about working with learners, a sense of being in charge, and a self-assurance that one's efforts are leading in positive directions. Here are some such points:

1. Most students want to learn, even when they pretend they don't.
2. Most students truly appreciate, admire, and like teachers who are kind and who try to help them.
3. Most students have positive attitudes toward school. (Sometimes they consider it cool to pretend they don't.)
4. Most students need and want an adult to be in charge of their learning.
5. Almost all students want a fair, reasonable, and consistently enforced set of rules in the classroom.
6. Most students resent class troublemakers.
7. All parents want their children to learn.
8. Most parents are strongly on the side of teachers.
9. Most parents think fairly strict discipline is desirable.

10. A large majority of adults who have children in school think teachers are doing a fine job (pp. 26-27).

DEFINITIONS AND PERSPECTIVES

Discipline Defined

A real discipline problem can be defined as any intentional behavior by one or more students, which infringes upon the legitimate educational rights of other students, teachers, or school employers or results in damage to school property and which is normally the responsibility of school officials to handle (Camp, 1981). Discipline means somewhat different things to different people (Charles, 1981). To some it means cracking the whip, making students toe the mark. To some it means counseling with students and guiding and persuading them toward desired behaviors. To some it means self-control with responsibility, and students who don't show it can simply leave the class. To some it means purposeful activity that brings work-related noise in its wake. To virtually all, it means that students do as they are asked, and do not defy the teacher.

When you find the common elements in these different views, you get at the heart of discipline. The common elements are that students should be (1) on task, (2) behaving responsibly, and (3) showing good human relations (pp. 13-14).

Discipline may be divided into the following types (Mississippi Department of Education, n.d.): (1) self discipline which is defined as a system of organized behavior designed to promote self interest while contributing to the welfare of others, and (2) imposed discipline which is defined as a code of conduct prescribed for the highest welfare of the individual in the society in which he lives.

Discipline is learned; therefore, it can be taught. It is a major goal of education, best taught when it is consciously recognized as integral

to the education life within a school.

There are two basic theories of discipline based on the view of students as essentially bad or good. Although few people think students are all bad or all good, approaches to school discipline tend to fall on one or the other side of the question. Those who think people are bad advocate programs in which discipline is imposed by outside authorities to control, contain, or considerably change students from "undisciplined" to "civilized" persons. In those cases, schools have lists of rules for controlling students. Discipline is separated from education; it is enforced and equated with punishment. Adults constantly check rule infractions and punish students for any infractions that are discovered. Students learn how to escape discovery.

Those who believe people to be essentially good choose programs that capitalize upon students' ideas, skills, and aspirations to help them learn ways to solve problems in their lives. They seek ways to teach self-discipline, and their methods reflect trust in school personnel, students, and parents to adopt effective solutions to problems in the school. While some educators see discipline as something done in order to get to the curriculum, these educators see discipline as part of the curriculum (p. 3).

In Loco Parentis Defined

The legal principle of in loco parentis established several rights of educators in dealing with students (Connors, 1979). In loco parentis means "in the place of the parents." Educators stand "in the place of the parents" when supervising children in school. The well-being of all the students must be insured--even if educators act contrary to the in loco parentis doctrine for a single student (p. 22).

A Perspective on Discipline

Discipline and control are considered major problems by teachers in all kinds of schools and communities, in all types of classes, and across all levels of age and preparation (Wayson, 1980). Clearly, some kind of problem exists. But the expressed concerns do not define the problem. In fact, discipline has been discussed in a most undisciplined fashion in recent years. Discipline can be improved more easily if some objective terms are used, and if emotional issues are clarified. Several points are important:

1. Small but annoying behaviors are the major problems of school discipline.
2. Violent behavior is a very minor part of school life.
3. Separating serious from trivial behaviors is very important for fair discipline.
4. Differing attitudes among administrators, teachers, parents, and students lead to confusion, misunderstanding, and sometimes greater discipline problems.
5. Desegregated schools have particular discipline problems, mostly derived from the staff's lack of familiarity with new students and their "style."

For example, some people call for extreme measures against "disrespect" until they discover that disrespect is inferred from such behaviors as:

Asking too many questions.

Wearing your hat in the hallway.

Not looking at me when I'm talking.

Rolling your eyes at me.

Sighing.

Wearing your hair in braids (boy).

Saying "yeah" or "yes" instead of "yes, sir."

Whether such actions should be considered offenses warranting extreme action is doubtful. Some of the behaviors reflect cultural differences.

Others are simply trivial. Failure to be clear about what is meant by such terms as "disrespect" can lead to misdirected and counter-productive practices by school staffs.

Problems emerge when defining a general set of rules for a school because teachers, parents, administrators, and students often have different ideas about appropriate behavior. Individual values and levels of tolerance affect judgments made by teachers and administrators. What irritates or appalls one teacher may seem normal to another. For example, talking during work periods may not be noticed by one teacher but may bother another. The principal may be upset by conversational groups. Parents may become unhappy when school standards are either more or less rigid than those imposed at home.

Cultural values and differences influence judgments about appropriate school behavior. Children who come from a culture different from that which dominates the school situation may have special difficulties in understanding or fulfilling expectations. For example, in some cultures, respect is signified by looking straight into the eyes of the other person, but in some black and Hispanic cultures, respect is shown by looking down or away. Such differences often cause hostility and lead to highly unfair disciplinary actions (pp. 3-4).

Reasons for Disruptive Behavior

Students are social beings who want to belong (Charles, 1981). All of their actions reflect their attempts to be significant and gain acceptance. Also, they can choose to behave or misbehave. Their behavior is not outside their control. Therefore, students choose to misbehave because they are under the mistaken belief that it will get them the recognition they seek.

All people want to belong, to have a place. They try all kinds of behavior to see if it gets them status and recognition. If they do not receive recognition through socially acceptable means they turn to mistaken goals, which produce antisocial behavior. Antisocial behavior reflects the mistaken belief that misbehavior is the only way to receive recognition.

Dreikurs identified four mistaken goals: attention getting, power seeking, revenge seeking, and desire to be left alone. These goals identify the purposes of student misbehavior. They are usually sought in sequential order. If attention getting fails to gain recognition, the student will progress to power-seeking behavior. If that is not rewarded they move on to getting revenge, and then to seclusion (p. 99).

MANAGING THE LEARNING ENVIRONMENT

Teachers must concentrate on misbehavior if acceptable classroom and laboratory environments are to be maintained. Many teachers study what to do but fail to apply their knowledge in practice. Prevention of problems is the key to maintaining desirable student behaviors. If disruptions never occur, they need not be stopped. However, even the best managers will find that some of their students occasionally misbehave.

Management Strategies

Teachers have found a number of strategies to be helpful in controlling student behavior. Teachers should always keep in mind that they are a part of the school system and must operate within school policies. School policies must not be violated, whether or not they are in accord with the teacher's philosophy. The strategies adapted from Charles (1981, pp. 214-217) and Warmbrod, McCracken, & Newcomb (in press) are listed in Table 1 and discussed in the following section.

Table 1

Strategies for Managing the Classroom and Laboratory

1. Take charge in the classroom!
2. Make rules for classroom!
3. Expect the best of students!
4. Enforce the rules consistently!
5. Allow no disruptive behavior!
6. Manage groups and lessons effectively!
7. Teach students how to choose good behavior!
8. Use effective styles of talk with students!
9. Provide an abundance of genuine success!
10. Reduce failure to the lowest possible level!
11. Shape behavior through systematic reinforcement!
12. Confront behavior forcefully but positively!
13. Invoke the natural consequences of good and bad behavior!
14. Do all you can to support good behavior!
15. Teach good behavior through example!
16. Stress good manners!
17. Establish a good support system!
18. Communicate with parents!
19. Notice all behavior in the classroom or laboratory!
20. Learn to forgive and forget!
21. Communicate regularly and clearly with students!
22. Be persistent!
23. Make students feel important!

Table 1 - Continued

24. Make students feel invited!
25. Be positive!
26. Make nonverbal cues!
27. Know each student personally!
28. Empathize!
29. Establish parameters!
30. Use student centered instruction!
31. Be enthusiastic about teaching!

Take Charge in the Classroom!

You can always ease up later, but the opposite is not true. Remember that people are greatly influenced by first impressions. Teachers also need to realize that once a pattern of operation and behavior is established, it becomes the norm and is very difficult to change. Every authority on discipline agrees that teachers must take charge firmly in their classes. They can be pleasant, but must be forceful. Student input is valued, but the teacher calls the shots. The teacher should always be in the classroom or laboratory before students arrive, creating an "in charge" atmosphere.

Make Good Rules For Class Conduct!

Authorities generally agree that teachers should not develop a long list of rules. They should clearly and positively explain their expectations of students. Some examples are: arrive on time, have notebooks and pencils ready before the bell rings, and whatever other absolutes a teacher feels strongly about. In this way students can steer clear of provoking teachers unnecessarily. Rules should be short and clear, five or six in number. Students should be involved in establishing them. The rules should be stated positively, if possible, and posted in the room. They should be explained so that all students understand. Consequences for abiding by the rules and for breaking them should be explained. Rules should be reviewed periodically.

Expect the Best of Students!

Say it and show it. Rules are made and posted to inform students and remind them of expectations. Every student can abide by them and every student is expected to do so, voluntarily, because they are in the students' best interests. Nothing but the best behavior will suffice.

Enforce the Rules Consistently!

Rules are worthless if not enforced. Students should clearly understand them and the consequences of breaking them. When they choose to break the rules, they choose the consequences. Teachers should, without hesitation, invoke the consequences that are chosen. When inappropriate behaviors occur, students must be certain that such behavior will be dealt with and be dealt with fairly. While the teacher must consistently punish misbehavior, the exact punishment need not always be predictable. This prevents students from weighing whether the misbehavior might be worth the risk.

Allow No Destructive Behavior!

Never allow students to behave in ways that disrupt teaching or learning. Such behavior is destructive. Good discipline assists constructive behavior, permitting good instruction and promoting good learning. Students should know at the time of the misbehaving that the misbehaviors will be dealt with but instruction should continue with a minimum of interruption.

Manage Groups and Lessons Efficiently!

Pace lessons so that boredom doesn't become a problem. Move from one lesson to another smoothly without wasting time. Boredom and rough transitions provoke fertile grounds in which undesired behavior can grow. Students are not apt to cause difficulties if that which is taught is interesting, and if it is taught interestingly. Interest must be gained at the beginning of every lesson. There should be several "changes of pace" each hour. There should be relief for naturally occurring boredom. Not only must the instruction be interesting, but it must be clear and organized. Without clarity and organization, students become frustrated, impatient and resentful.

Teach Students How to Choose Good Behavior!

Show students that they can choose between good and bad behavior. Show them that good choices lead to success, acceptance, and esteem. Help them decide whether their choices are good or bad. Reinforce students when they make good choices.

Communicate Effectively With Students!

Effective communication addresses the situation rather than attacking the student. Teachers need to communicate that a certain behavior is disliked and will not be tolerated, but that they do not dislike the student. Confront misbehaving students in productive ways. Hostile talk and wishy-washy talk are both ineffective. Speak plainly and matter of factly. Be calm, but be forceful and insistent.

Provide an Abundance of Genuine Success!

Every student longs for success and recognition. Provide genuine success through progress and recognition. Help students keep charts that show graphic evidence of progress. Call their progress to the attention of their parents. Use the vocational education youth organization to provide success experiences for students.

Reduce Failure to the Lowest Possible Level!

Failure and errors are not synonymous. Students can make errors and still be successful. Failure results from lack of growth. Even with growth, lack of recognition can cause the feeling of failure. Failure should be kept to a minimum because it is self-perpetuating. When people see themselves as failures, they tend to behave as failures.

Shape Behavior Through Systematic Reinforcement!

Systematic reinforcement motivates and shapes behavior for all types of students at all age levels. It is the single most effective technique for building the kind of behavior you want to see in your students. Provide rewards for good behavior and punishment for inappropriate behavior.

Confront Misbehavior Forcefully but Positively!

Some misbehavior can be ignored, but when it becomes disruptive to teaching and learning it must be dealt with. Teachers must confront students who are disruptive. It is not wise to postpone handling problems because students interpret this as weakness and indecisiveness. Students soon learn the hollowness of threats. When teachers say, "if you do that again, I'll break your neck," students know it is not going to happen. However, when students learn that teachers do what they say they will do, the students are less likely to press the issue.

Invoke the Natural Consequences of Good and Bad Behavior!

When students comply with rules they should be rewarded. When they break rules they should be punished. In either case they are aware of the consequences beforehand. They choose to behave or misbehave; at the same time they are choosing rewards or punishments. This principle must be made absolutely clear to the students. The teacher, in turn, must apply it consistently.

Do All You Can to Support Good Behavior!

Discipline tends to focus on misbehavior. That is the source of problems for teaching and learning. However, good behavior should continually be supported. That is the ounce of prevention. Make generous use of praise. All people enjoy the feeling of being admired, appreciated, and acknowledged

in public. Students who experience a climate of genuine praise for good behavior and good school work will tend to repeat such behavior.

Teach Good Behavior Though Good Example!

Students need role models. They also appreciate people who "practice what they preach." If teachers want students to be serious, productive, on time, and well-mannered, then teachers must act accordingly. You should be the best model you can for your students. Show concern, manners, courtesy. Be polite and helpful. Have students practice the behaviors modeled for them. Reinforce them when they repeat desired behaviors that you have modeled.

Stress Good Manners!

Make it plain from the outset that you have high standards of student conduct. You expect students to use good manners. You expect them to live by the golden rule. Forbid them, right out, to use sarcasm or cruelty. Reward them when they comply. Invoke natural punitive consequences when they violate established limits.

Establish a Good Support System!

It is very difficult to go it alone. There will be times when students refuse to obey your directions. For those occasions you must be able to count on immediate, positive support from the principal, parents, and other teachers.

Communicate With Parents!

Parental support is very important. Teachers can secure it if they inform parents of the program, activities, and expectations regarding student behavior. Rules, consequences, and enforcement procedures should be

described to parents. Stress that the control system is necessary for maximum learning, and that it teaches students to relate to each other in positive ways. When parents and teachers jointly seek to obtain the same goals and when both parties emphasize the same values much more can be accomplished. Unfortunately the solid base of home support which was once widely enjoyed by vocational education teachers has deteriorated. Today's teachers have to work at cultivating that parental support. The point is that this support is so valuable that it is worth the energy it takes to cultivate it. Teachers must realize that just because there are more broken homes and single parents, this does not mean there is less support for schooling. However, the existing support may be manifested differently. Most people care about the proper growth and development of their children.

The real key to securing home support for good behavior is for teachers to develop the appropriate relationships with parents. Teachers should initiate the development of this desired relationship. Since many teachers of vocational education are already visiting incoming and incumbent students, the development of a relationship of openness, trust, and commonality of goals with parents can be accomplished during these same visits.

Teachers need to be willing to explain not only their program and the youth organization activities to the parent(s) in the presence of the child, but also to explain their expectations regarding student productivity and behavior. This should be accomplished during the very first home visit. Then if the parent and/or the child does not desire what the program consists of and what the teacher expects, they can elect another course.

When all aspects of schooling in the vocational education program have been presented and agreed on in the presence of the teacher, the parent(s) and student, then the real foundation for promoting acceptable student behavior and performance has been laid. Certainly during such home visits

the prudent teacher will allow for and encourage the input of the parent(s) and child. During such a visit, the teacher should be a good public relations person and operate in a kind and humanistic fashion.

Once this parent-teacher relationship has been developed, build on it. When making future home visits let the parent(s) know of their child's good efforts and positive accomplishments. As long as the student acts as expected, the teacher need not involve the parent(s). Teachers should not "tattle" on the adolescent each time they are in touch with the parent(s). However, if after repeated attempts to get a student to straighten up, the teacher has not been successful, then a visit with the parent(s) regarding the problem would be in order. In such cases the teacher and the parent(s) need to work jointly in deciding on the best course of action.

Teachers need to remember that parents are generally very proud of, and protective of their children. So don't approach parents suggesting that their Harry or Melanie is rotten to the core. Rather, approach them in a positive way, i.e. "we all care about Harry or Melanie", "I need your help, ideas, and support."

Another caution which should be observed is that teachers should never threaten students by saying that they are going to see their parent(s). Just as with all other discipline strategies teachers should not threaten. Rather, when teachers have carefully decided the parent(s) need to be informed, they simply inform the student that this is their selected course of action. Otherwise the idea that the teacher will personally visit with a student's parent(s) about a behavior problem will lose its potence.

Don't just use parents when there are problems. Teachers need to also involve parents in the good times. Use them as chaperones at youth organization activities, to assist with field trips, and trips to contests and

conventions. Secondary public school teachers simply have not done enough to capitalize on the vital link with the home which is initiated in the elementary years.

Notice All Behavior in the Classroom and Laboratory

Students are quick to take advantage of teachers who are able to see only one thing at a time. Teachers must learn to be observant, otherwise irritating little problems increase until they are out of control.

Learn to Forgive and Forget

All people make mistakes. Do not remind students of past failure. Be willing to say to the student, "O.K., now let's forget it.," and do so.

Communicate Regularly and Clearly With Students

By talking with students formally and informally you show that you are concerned about them, that you care about their learning and behavior.

Be Persistent

Don't quit; don't excuse misbehavior; don't cave in before student hostility. Keep poised. Keep trying. The essence of discipline is caring enough that nothing will interfere with teaching and learning. That is the best contribution you can make to the welfare of students.

Knight (1981) suggests these additional strategies which emphasize the development of a positive relationship between teachers and students:

Make Students Feel Important

All students have a basic need to feel important. This can be made possible by giving students responsibilities and by involving them in activities. One of the great teaching tools that vocational education instructors have available in this area is the youth organization. If the youth

organization is used correctly, it puts students in a position where they can become involved and experience success in serving on committees, holding offices, participating in contests, and competing for awards. Further, as instruction is centered around the problem-solving approach, student involvement is much more likely to occur and, as a result, the students will feel more important.

Make the Students Feel Invited

As the students feel and believe they are wanted within the classroom environment, they will respond accordingly. You can dress the classroom up, make it a warm and inviting place to be. It is also good to make specific efforts to acknowledge each student on a daily basis, to be warm and friendly.

Be Positive

Research indicates that negative criticism reduces student learning. Generally the more negative criticism that is given the less students learn. Research also indicates that positive reinforcement is positively correlated to learning. A simple activity to demonstrate this principle would be to grade papers by checking those items that are correct, not the items that are wrong. Add points, as opposed to subtracting points. As people view things from the positive point of view, they tend to focus on the things that are going right as opposed to the things that are going wrong. If criticism is necessary, it must be specific, precise, and clear to the student.

Make Nonverbal Cues

Most of what students learn is learned through their eyes. Often teachers don't realize the impact of a smile, a nod, a wink, or a pat on the back. Those are simple, nonverbal gestures which, when done appropriately, can

go a long way to making students feel good about themselves and influence their behavior in a positive way.

Know Each Student Personally

The home visit is clearly one of the major strategies which will allow a teacher to get to know the student on a personal basis. As the teacher gets to know each student, learn of their needs, desires, and home background, a better situation is developed to deal with the students because the students will be influenced in a positive way.

Empathize

A simple rule of thumb in determining how students ought to be treated is to simply ask ourselves how would we want to be treated if we were in the students' shoes. If that question can be answered honestly, then a pretty good idea can be obtained about what should be done in terms of offering disciplinary action or in terms of general treatment of the students.

Establish Parameters

Parameters must be set that are clear and precise and that the students can understand. As it is made clear what is expected of each student, and as each student learns where they can and cannot go, what they may and may not do, their behavior is adjusted appropriately. A good strategy to assist in this effort is to involve students themselves in establishing such parameters.

Using Student-centered Instruction

It is clear that more growth on the part of students can be accomplished if students are inquiring into as opposed to being instructed about subject matter. As student involvement is increased, discipline problems tend to decrease. The average high school student's attention span is generally

somewhere between 10 and 12 minutes. It should be clear that a 55 minute lecture is probably not a very good idea when it comes to instructing students, particularly at the high school level. Teachers should "break up" long periods into shorter segments of time. Problem-solving, as a helpful approach to teaching, has major impact upon student behavior because of the attention given to real problems which encourage student involvement.

Be Enthusiastic About Teaching

Enthusiasm of the teacher is correlated with student learning. Generally teachers tend to be most enthusiastic about those topics which they know best. Therefore, to be enthusiastic about teaching a particular subject, the teacher must have good knowledge of that subject.

Facility Organization

Not only should the teacher be well-prepared, but a well-organized classroom or laboratory is also needed to promote a good environment for learning (National Center for Research in Vocational Education, 1977). Have the room, equipment, and supplies ready and functional, and develop standards or routines for their use in normal and emergency situations--a place for everything and everything in its place. Plan the laboratory so that students do not need to disrupt each other's work in order to get tools or supplies. Space out the work stations so there is sufficient "elbow room." Standardization of this sort provides security and minimizes tensions.

Plan to provide for physical comfort in the room. A room which appeals to the senses (attractive and interesting to look at, uncrowded, well-lighted, well-ventilated, not too hot or cold, etc.) will aid in maintaining interest. If one is uncomfortable, misery takes up all thoughts and energies. Work to keep outside noise and laboratory noise as low as possible.

Have a seating plan prepared. One may not want to have assigned seats all year, or the original plan may have to be changed as the students and their tendencies become known. However, starting with a temporary seating plan serves two immediate purposes: it aids in keeping control, and it can aid in learning students' names quickly (pp. 6-7).

Beginning the Year

Students are usually on their best behavior during the first few days of the new school year (Carter, 1981). That is an ideal time to establish a plan of assertive discipline with the class. The following steps are suggested in establishing the plan:

1. Decide on behaviors you want from the students the first few days of school.

2. Decide on the negative consequences you will invoke for inappropriate behavior, as well as the positive consequences you will use to follow up good behavior.

3. On first meeting the new students, discuss and write on the board the behaviors you expect. Keep the list to five or six behaviors.

4. Ask the students to write the behaviors on a sheet of paper, take it home, have their parents read and sign it, and return it the next day.

5. Stress that no student will be allowed to break the rules. Tell the students exactly what will happen each time a rule is broken (first, second, third offense, and so on).

6. Tell student what you will do as you see them complying with the rules (such as marbles in the jar for credit toward later activities).

7. Stress that these rules help the class toward their responsibility of learning and behaving acceptably.

8. Ask students to repeat orally what is expected, what will happen for violations, and what will happen for compliance.

9. Prepare a short letter to send home to each parent, indicating your plans for behavior, your intention to keep parents fully informed of their child's progress, your need for their support, and your pleasure in collaborating with them toward the benefit of their child (p. 128).

Problem Awareness

Teachers must develop an extra sense which operates to detect inappropriate behavior in the classroom and laboratory. Several types of behavior deemed disruptive by teachers were identified by Ries (1981) and are listed in Table 2.

These behaviors can vary in intensity from almost no disruption to total disruption. The teacher must use appropriate judgement in selecting techniques to deal with these disruptions.

Corrective Techniques

Researchers have found seven techniques that teachers use in dealing with misbehavior. If you were to reflect on your classroom experiences, you might be able to identify your immediate response to sudden misbehavior. Whether it is a book flying over someone's head, a scuffle, or abusive language, you probably would react in some of the following ways.

Visually Looking On: Some teachers (1) simply look over at the offender as if to say, "I see what you're doing but I know that you can take care of yourself," (2) observe the behavior and collect information on the entire situation before acting, or (3) gaze directly at the student with a penetrating frown.

Nondirective Statements: Some teachers immediately reflect the episode back to the student ("Mary, I saw you throw the book," or "You must be angry to throw that book.") or they reflect internally about what their next steps should be.

Questions: Other teachers react with such questions as, "What do you think you're doing?" or "Jimmy, why are you doing that?"

Table 2

Behaviors Teachers Consider Disruptive

Verbalizations
Talking out loud
Swearing and cursing
Whispering with peers
Smart remarks
Distractions
Throwing objects
Making noises
Doing other work
Playing
Nonverbal body language distractions
Unproductive Behaviors
Sleeping
Daydreaming
Leaving seat/room
External Interruption
Aggressive Behaviors
Inflicting physical harm
Threatening physical harm
Stealing

Direct Statements: The habitual response of many teachers is to immediately correct the child with such statements as "Stop that," "Get back into your seat," or "Don't do that again!"

Modeling: There are teachers who react to disruptive situations by moving over to the student, taking him or her by the arm, returning with the student to his or her seat and correctly showing the student what he or she should be doing. For example, the teacher opens the book to the correct page, puts the pencil in the student's hand, and begins to work on the next problem. Other teachers might elect to point out a well-behaved child as an example to be followed.

Reinforcement: Some teachers attempt to ignore the disruptive behavior and reward the child's next appropriate behavior with praise or privileges. Other teachers will punish the child by removing privileges, sending a note home, and so forth.

Physical Intervention and Isolation: Teachers who have experienced much frustration often will physically remove the child from the situation. This is done by isolating a child to a place in the room or out in the hall. Some teachers exert physical pressure by grabbing, shaking, or paddling the child (Wolfgang, 1980).

One could categorize behaviors in other ways. However, these seven categories encompass most of the individual variations of teacher action. A few teachers use all seven, some use four or five, and many use only two or three.

The seven behaviors have been listed in a purposeful way. Each behavior reflects a certain power relationship between teacher and student. Some teacher behaviors obviously provide the child with a great amount of time and opportunity for self-improvement. Other behaviors clearly give the teacher immediate control over the child. A power continuum was conceptualized.

At one end of the continuum, strategies are used whereby the students had the most control of his or her behavior and the teacher has minimal control (this has been illustrated by the use of a capital S for Student and a lowercase t for teacher); in the middle and at the other end of the continuum, the teacher subsumes the child's power (note the use of a lowercase s and a capital T). The seven teacher behaviors are:

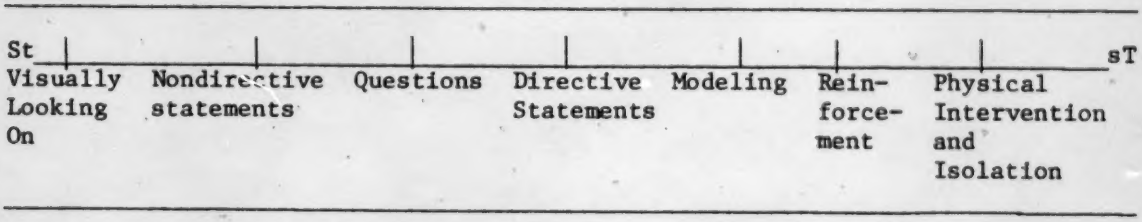

FIGURE 1. Teacher Behavior Continuum (TBC)

The reader can see how teacher behaviors such as visually looking and nondirective statements will encourage students to find their solutions, while behaviors such as questions, directive statements, and modeling tend to diminish the students' control and increase the teacher's power until finally modeling, reinforcement, and physical intervention move the source of power from the student and give it fully to the teacher. Therefore, what we have is a continuum of teacher behaviors that reflects a graduated scale of teacher control (pp 15-17).

The specific techniques used tend to be related to the extent a teacher believes:

1. Students develop by having a supportive environment that encourages their problem solving.
2. Students develop through a constant give-and-take relationship with others, or
3. Students develop only by the conditioning of outside forces.

An article in Today's Education (1979) uses LEAST as an acronym to describe an approach to correcting disruptive behavior.

L--Leave It Alone

This is always your first option. No matter how dedicated you are to good classroom management, you can't prevent all disruptive behavior. Kids will talk, swear, fight, push and carry weapons in spite of rules. The question is, What do you do about it? If you choose to try to stop all disruptive behavior, your effort is doomed to failure.

A wise and practiced teacher knows when to get involved and, more important, when to leave it alone. Teachers who can't use this option may find themselves not only committed to failure, but committed to frustration, maybe committed to leaving teaching, or simply committed (to you know where).

An example: Tom stomps into class late, drops into his seat with a crash, and announces in a loud voice, "I'm late!" This kind of behavior frequently gets a response from a teacher--but should it?

Let's examine the facts. Tom can neither undo his lateness, nor, on the other hand, be late a second time for this class. He is in his seat, which is where he ought to be. He has made a true statement that does not merit debate. So the teacher wouldn't accomplish anything positive by interrupting the class to "correct" the deviant behavior.

In addition, by getting involved the teacher might do several nonproductive things:

- Magnify the problem by compounding the number of people involved.
- Make the behavior important by calling it to the attention of the whole class.
- Devote personal attention to the student who deserves it the least, i.e., reward the disruptive behavior.
- Ignore, if only momentarily, the class members who are behaving correctly.

In this illustration, the teacher would clearly be better off to leave it alone.

E--End the Action

That's what you want to do! Of course there are times when you are ill-advised to leave a situation alone. On these occasions it is necessary to end the action, and to do so without disrupting learning or rewarding the misbehaving student. At the same time, he or she whould be aware of both the infraction and your concern.

The task here is to keep cool, don't overreact, and realize when your purpose has been achieved. The danger to avoid is making a bad situation worse.

Consider Kathy, who is carving obscene messages on her desk. Now, seeing her do it does not explain why she is doing it. She may be nervous, about to explode emotionally; she may be about to stick her knife into a neighbor; she may be bored; or she may not even realize what she is doing. In any case, her motives are not your immediate concern. What matters is stopping her from reducing the furniture to splinters.

End the action brings into play your most powerful weapon: your eyes. Kathy is not likely to keep on carving when fixed with your piercing gaze. It may be necessary to walk toward her before catching her eye, or even to call her name. But in the end, she will stop carving and you will have ended the action. You've done what needed to be done for now.

Of course, Kathy still has the knife, and that is a potential problem. At this point, however, any action beyond stopping the carving could well be the wrong action.

A--Attend More Fully

To go beyond ending disruption for the moment, you need to attack a problem at its root. You can decide how only when you know what's really going on.

Robert comes into class carrying an admit slip. On his way to his seat he accidentally bumps into Fred. Instead of apologizing, he tells Fred to "keep the hell out of my way!" Who is really upsetting Robert?

This is the time to attend more fully, to ask the Who, What, Where, When, Why, and How questions. And remember, these questions may give you the facts, but equally important is the way the student feels about the situation.

Simply saying, "You seem upset. We'll talk later" may be the best thing to do. Later (a magic word for teachers), after the emotion has been dealt with, you can go into the facts. Then choose your course of action.

S--Spell Out Directions--and Make Them Clear

That's the next step, when you decide not to ignore a disruptive action, and can't end it with a glance, and have done your research on the situation.

Telling kids what to do comes easy for teachers. We do it all of the time. The trick is having the students follow the directions. This is the crucial point of success or failure in classroom management.

When students follow the teacher's directions, the teacher is in control. When students do not follow these directions, the teacher is not in control.

A truth often overlooked by teachers is that it is the student who decides whether to follow a direction. We should know this; we don't have to like it, but we must deal with it.

New directions, if students are to follow them, must have two important characteristics. First, the direction must be clear and within the student's capabilities. Asking a student to do the impossible invites defiance rather

than compliance. And second, the consequences of following or failing to follow the direction must be plain to the student. The knowledge of consequences is the basis of the student's decision whether to follow the direction.

Having spelled out new directions, the teacher is responsible for seeing to it that they are followed and that the consequences of following or not following occur. The principle is to reward good behavior and punish bad.

T--Track the Student's Progress

Keeping simple, written, private records is the key to making the LEAST program work. Not only is the record vital to your decision making, it adds clout when you need to involve others. The content of the records should be simple:

- What happened
- When it happened
- Who was involved
- What you did about it (pp. 23-25).

Warmbrod, McCracken & Newcomb (in press) suggest several specific techniques which are appropriate for teachers of vocational education programs.

Withhold Reinforcement

Very often discipline problems arise due to the need of some students to have extra attention. This type of student is often willing to take seemingly large risks in order to receive direct attention from the teacher, even if the attention is extremely negative. Likewise such students are almost certain of receiving attention from their peers, for students often love the antics of a classmate.

Unfortunately, many teachers fall into the trap of reacting to the students' ploys and thereby satisfying (or reinforcing) the students' need for attention. When the teacher takes time to deal with such a student during

class, then the teacher has in effect done what the student sought to have done; namely, receive personal attention and not have to study the subject. Thus, the behavior of the student, which was inappropriate, triggered the teacher to react, thereby doing precisely what the student set out to make happen. Naturally, the next time the student feels the need for teacher attention, all he/she has to do is misbehave and the vicious cycle is re-enacted. Such a progression of action puts the student in the "offensive court" and forces the teacher into the position of reacting in a defensive posture.

Actually the teacher would be better off to ignore many undesirable behaviors. By ignoring the behavior, at least publicly, the teacher does not provide reinforcement to the student in the form of the student gaining public attention, and the behavior will often become extinct.

The key for the teacher who desires to promote acceptable student behavior is to learn to perceive when misbehavior is aimed at gaining attention; then refuse to fulfill such needs by reacting in public. Obviously this does not apply to all behavior problems. There will be instances where an individual or an entire class needs to immediately be corrected publicly when a disruptive behavior occurs. For example, if the class bully is physically abusing the class underdog, he/she must be stopped and either dealt with then or the teacher could make arrangements to deal with the problem after class. If the whole class is unruly, the teacher must stop the unruliness and regain the attention of the class. The essential ability or art which a teacher must possess is to distinguish between behaviors which can be extinguished with firm action and behaviors which are designed to fulfill one or two students' need for pampering or to merely direct the teacher's energies away from promoting learning and toward wasting class time.

Deal with students seeking recognition by this means on an individual

basis. Keep such students after class, call them in during a planning period, or deal with them after school. One can effectively deal with the problem without wasting class time chastising a student before the whole class when the student at which the comments or other strategies are aimed cares little about the "punishment" and in reality enjoys the treatment.

The wise teacher will learn to provide personal attention and visibility to students when they are not misbehaving. This shifts reinforcement and teacher attention to appropriate behaviors while at the same time meeting a student's need to be accepted, recognized and valued.

Using Suspense

In dealing with student behavior problems, often one of the best strategies to use is suspense. Keep students wondering what you will do and when. If they can predict a teacher's reactions, they know the amount of risk involved in deviating from acceptable patterns of behavior. This often encourages students to behave unsatisfactorily.

Likewise in disciplining students, teachers must take their time. Allow students to wonder what is coming, to weigh the seriousness of their actions and what the proper consequences of such actions might be. Often the mental anguish is more effective than any specific disciplinary action the teacher might take. This course of action also gives the teacher time to think, and if the teacher is emotional, then there is time to remove such emotion from the corrective actions which are taken.

Using the Individual Conference

One of the most effective strategies available to the teacher in managing student behavior is the individual conference. There are several advantages to dealing with a student in private. First of all the confrontation is on the grounds of the teacher. There is no audience for which the student can

perform. Neither the student nor the teacher has an image to project or protect, and both parties will have the opportunity to be less emotional and more rational. For the most part, teachers come to regret dealing with class disruptions while they are angry.

Procedures for using an individual conference include:

(1) Getting the students to explain why they are in the conference--to admit they did something which should not have been done.

(2) Getting the students to realize their actions have been a disappointment to some people they care for--parents, friends, class members, or themselves.

(3) Having the students suggest a penalty which will guarantee the actions will not occur again, and

(4) Having the students review the major points of the conference.

Without a doubt, if the conference is handled well, it will alter the students' behavior. There have been no public scenes and no hideous actions. The students have essentially "carried the ball."

For times when something has to give, the individual conference works as well as any discipline strategy available. Obviously, the strategy is reserved for more serious situations. Examples of such situations are flagrant acts of destruction, such as marring furniture or equipment, fighting, verbal abuse of teacher or peers, outright belligerence, cheating, stealing or having tried you as a person one time too many. There are other techniques for less severe problems.

Using Volume

The first thing that probably comes to the minds of most teachers when they think of using volume to manage student behavior is loudness. Not necessarily so, for loudness only allows one to make use of half of the strategy of volume.

Certainly a shout from the teacher can startle a class and cause the

students to give the teacher their attention. Likewise, teachers may raise their voices and lower them to create interest, which is a positive way of preventing student misbehavior.

Certainly one can use reduced volume just as effectively in controlling a class. When teachers develop enthusiastic discussions, they must realize that this method breeds noise. The noise level can often be controlled if teachers will merely drop their volume to just above a whisper. Students then find that they cannot hear unless they lower their voices, or better yet, stop talking.

Of course, teachers do not always need to rely on words, either softly or loudly spoken, to control student behavior. They can use actions or nonverbal communication to correct inappropriate behavior.

Corporal Punishment

The courts have determined the following constitutes due process in the use of corporal punishment:

1. Corporal punishment, generally, should not be used in a first offense situation.
2. The students should be aware of what misbehaviors could lead to corporal punishment.
3. Another adult witness should be present during the administration of corporal punishment.
4. The student should be told (in front of the adult witness) the reason for the punishment.
5. Upon request, the disciplinarian should inform the student's parents of the reasons for such punishment (Conners, 1979, p. 10).

Several courts throughout the country have addressed the issue of excessive corporal punishment. While none have developed "absolute" standards, several have provided guidelines for the point at which corporal punishment becomes excessive or unreasonable:

1. If the punishment leaves a bruise or mark.
2. If the punishment is applied anywhere else than the buttock.
3. More than three whacks with a paddle.
4. If the punishment causes a temporary physical injury.
5. If the punishment causes any type of permanent injury (Conners, 1979).

The use of corporal punishment is a high-liability practice. What may appear reasonable and prudent at the time of the offense may appear unreasonable and excessive in a courtroom. In administering corporal punishment, teachers should be calm, collected, reasonable, and prudent. One court cited that anger (of the disciplinarian) alone constituted unreasonableness (pp. 12-13).

Teachers should not generally undertake the searching of students or their possessions. This act is an administrator's prerogative (p. 27).

Techniques to Avoid

Ruebel & Dull (1977) caution teachers concerning the use of certain techniques.

Group Punishment

The teacher who consistently punishes an entire class for the poor actions of a few is inviting wholesale disciplinary problems. Punish the individuals involved and not the innocent.

Humiliation and Sarcasm

You can effectively discipline without humiliating students in front of their peers. If students are constantly backed into a corner by the use of sarcasm and personal affronts, they will eventually strike back to regain some sort of self-respect lost in front of the class. Most students who are disciplinary problems are immune to sarcasm and humiliation because it is usually a carry-over from the home.

Grades as a Threat

A teacher who threatens to lower academic grades as a means of enforcing discipline completely circumvents the purpose of giving grades in the first place. Grades should be a fairly earned reward for academic achievement. The lack of desirable classroom behavior should be evaluated as a separate area. Academic achievement and social adjustment should be treated as two separate entities. There is very little relationship between academic achievement and disciplinary action.

School Work as Punishment

Assigning extra homework to remedy disciplinary problems defeats one of the aims of any good teacher--to instill a love of learning in the student. Assigning homework as punishment only serves to cause students to dislike the subject matter involved. There is very little correlation between extra assignments and the solution of disciplinary problems (pp. 5-6). A list of discipline situations along with suggested solutions is presented in Table 3.

Table 3

Discipline Situations and Suggested Solutions

Discipline	Three Suggested Solutions
1. Speaking without recognition	a. Hold conference with student. b. Teach socially accepted behaviors. c. Make sure students are aware of classroom regulations.
2. Non-attentive students	a. Use varied teaching techniques and audio visuals. b. Call on student to answer discussion questions. c. Find and encourage special interest of students.
3. Displaying don't care attitude	a. Hold conference with student b. Provide tasks of high interest to student. c. Praise and permit student to see results from work.
4. Late for class	a. Determine source of tardiness. b. Hold conference with student. c. Establish and follow a policy for being late to your class.
5. Supplies or books not brought to class	a. Loan supplies or books, but require student to leave some valuable item as a deposit. b. Make sure student knows school regulations. c. Use positive comments with students who bring to class the required supplies or books.

Table - Continued

6. Your instructions not followed	a. Clearly explain all tasks that are assigned. b. Find reason(s) why instructions not followed. c. Consult principal or appropriate disciplinarian.
7. Violating of school rules/regulations	a. Make sure student knows the rules. b. Hold conference with student. c. Consult principal or appropriate disciplinarian.
8. Use of profanity	a. Make sure student knows punishment for profanity. b. Hold conference with student. c. Explain why individuals use profane language.
9. Striking (hitting) the teacher	a. Remain calm. b. Consult principal or appropriate disciplinarian. c. Hold conference with parent(s).
10. Fighting	a. Calmly separate students. b. Hold conference with students. c. Consult principal or appropriate disciplinarian.
11. Smoking of marijuana/Use of alcohol	a. Collect available evidence. b. Explain legal problems. c. Consult principal or appropriate disciplinarian.
12. Possession of weapons	a. Collect evidence. b. Consult principal or appropriate disciplinarian. c. Explain legal problems in carrying weapons.
13. Theft/Vandalism of school property	a. Collect evidence. b. Consult principal or appropriate disciplinarian. c. Explain how school property is purchased and who pays for it.

Table - Continued

14. Theft of other student's property	a. Collect evidence. b. Consult principal or appropriate disciplinarian. c. Teach students to respect rights and property of others.
15. Throwing of objects during class	a. Channel student energy into useful projects. b. Explain dangers of being struck by objects. c. Find special interests of student.
16. Horseplay in laboratory/shop or classroom	a. Explain dangers of horseplay. b. Make sure student is aware of regulations. c. Use audio-visuals to show accidents resulting from horseplay.
17. Racial-ethnic slurs	a. Teach socially acceptable behaviors. b. Be a role model for students by practicing what you teach. c. Consult principal or appropriate disciplinarian.
18. Threats of bodily harm made to student or teacher	a. Explain harmful effects of threats. b. Hold conference with parent(s). c. Consult principal or appropriate disciplinarian.
19. Making of disruptive noises	a. Identify guilty party. b. Hold conference with student. c. Channel extra energy into useful projects.
20. Chewing gum/chewing dipping-tobacco	a. Consult, explain, and follow school policy. b. Teach socially acceptable behaviors. c. Hold conference with student.

THEORIES OF CLASSROOM DISCIPLINE

Charles (1981) reports several theories of classroom discipline. Read this section with the idea of using the key ideas and suggestions which seem to make sense to you.

Managing the Group Theory

Key Ideas

Redl and Wattenberg feel that people behave differently in groups than they do individually. Groups create their own psychological forces that influence individual behavior and teachers need to know how group dynamics is tied to effective classroom control. The way groups behave is determined by the way the students view the teacher (Charles, 1981, pp. 31-32).

Suggestions

Following are suggestions to implement the "managing the group" theory:

1. Give students a say in setting standards and deciding consequences. Let them tell how they think you should handle situations that call for punishment.

2. Keep students' emotional health in mind at all times. Punished students must feel that the teacher likes them. Always talk to students about their feelings after the situation has calmed down.

3. Be helpful, not hurtful. Show students you want to support their best behaviors.

4. Punishment does not work well. Use it as a last resort. Try other approaches first.

5. Don't be afraid to change your course of action if you get new insights into a situation.

6. Remember that mistakes in discipline need not be considered disastrous, unless they are repeated.

7. Be objective, maintain humor, and remember that we are all human (Charles, 1981, pp. 31-32).

Withitness, Alerting, and Group Management Theory

Key Ideas

Kounin offered a theory that when teachers correct misbehavior in one student, it often influences the behavior of nearby students. Also, Kounin believes teachers should know what is going on in all parts of the classroom at all times and this is called withitness. Group alertness means that every member of the group should be held accountable for the content of a lesson. By adding variety to the curriculum and classroom environment, Kounin indicated that student boredom will be reduced (Charles, 1981, pp. 47-48).

Suggestions

To be able to manage groups, teachers must:

1. Know what is happening in every area of the classroom at all times and communicate that fact to the students.
2. Be able to deal with more than one issue at the same time.
3. Correct the appropriate target before misbehavior escalates.
4. Be able to use the ripple effect to advantage.
5. Initiate and maintain smooth and consistent momentum.
6. Maintain group focus through alerting and accountability.
7. Provide nonsatiating learning programs by including progress, challenge, and variety (Charles, 1981, p. 58).

Shaping Desired Behavior Theory

Key Ideas

Many of B. F. Skinner's ideas on learning have been adapted to problems related to controlling the behavior of students. One idea is that a behavior

is strengthened if followed immediately with reinforcers or rewards so that students will more than likely repeat the same behavior. A behavior is weakened if followed by punishment. Reinforcement that is provided to students in a systematic manner can shape the behavior of students in the desired directions (Charles, 1981, pp. 61-62).

Suggestions

Target behaviors are the new behaviors you want to see in the students (Charles, 1981). Systematic reinforcement shapes the behavior in the direction desired. If the target behavior is to stop talking out in class, you reward people who raise their hands and wait to be called on before they speak. You may decide to use verbal praise such as, "Thank you, Mary, for raising your hand." If the target behavior is to stay on task for the entire work period, you reward students for staying at work. The rewards are given frequently at first. Later, longer periods on task are needed to bring reward.

The procedure calls for correcting prior conditions including uncertainty about rules, forgetfulness, poor peer models, inadequate teacher model, awkward times between lessons, poor pacing, boredom, frustration, and lack of interesting activities. When their interference is removed, the procedure has a much better chance of success.

Students who chronically misbehave are receiving rewards of some sort for their misbehavior. Those rewards might include teacher and peer attention, laughter, sense of power, getting one's own way, and so forth. Those consequences must be changed so that misbehavior brings negative consequences rather than positive ones. Negative consequences range from ignoring (from both teachers and students) to isolation from the group.

Positive consequences, meanwhile, must be supplied for desired behavior. You can always find students doing what they are supposed to do, even by accident. You verbally reinforce them by stating what it is they have done right. Example: "John, you got right to work. That's good!" Then, as the chronically misbehaving persons begin to show the first improvement, you make a point of reinforcing the behavior. Example: "Thank you, Sammy, for remembering to get right to work."

Ordinarily, teachers supply the reinforcers that shape desired behavior, but students can learn to reinforce each other. They can even learn to reinforce themselves. Students reinforce each other continually, but without intending to do so. Sometimes, this reinforcement shapes behavior in desirable directions, sometimes in negative directions. When group effort is being rewarded by the teacher, peer pressure and reinforcement help shape desired behavior. Suppose, for example, that the class is earning points when everyone is on task. If a student begins to misbehave, the class stops receiving points. Peer pressure is quickly brought to bear to stop the misbehavior (pp. 70-71).

Addressing the Situation With Sane Messages Theory

Key Ideas

Ginott's model of discipline includes the notion that the most important ingredient in discipline is the teacher's self-discipline. Sane messages provided by the teacher when correcting misbehaving students is second most important. The characters of students are labeled and attacked when teachers are at their worst. This idea does <u>not</u> mean that teachers should not get angry, but that they should express their anger and frustrations in appropriate (sane) ways (Charles, 1981, pp. 74-75).

Suggestions

Charles (1981) reports that the most important ingredient of this theory is the teachers' own self discipline. Teachers do not lose their tempers, insult others, or resort to name calling. They are not rude, sadistic, or unreasonable. Instead, teachers strive to model the behavior they expect of students in their classrooms. They are polite, helpful, and respectful. They handle conflicts in a calm and productive manner. In the face of crisis, good teachers show reasonable behavior, not uncivilized responses. Children always wait and watch to see how adults handle difficult situations. You can bet that they will imitate the teacher's behavior.

Ginott presents many examples of discipline. They describe disciplinary methods that are inappropriate as well as those that are appropriate. Teachers using inappropriate discipline:

1. Lose their tempers. Example: Resort to shouting, slamming books, and using verbal abuse.

2. Resort to name calling. Example: "You are like pigs! Clean that up!"

3. Insult students' character. Example: "Alison, you are nothing but lazy!"

4. Demonstrate rude behavior. Example: "Sit down and shut up!"

5. Overreact. Example: Mary accidentally drops a sheaf of papers she is handing out. Teacher: "Oh for heaven's sake! Can't you do anything right?"

6. Display cruelty. Example: "Watch carefully on your way home from school, Jack. You're a little bit short on brains."

7. Punish all for the sins of one. Example: "Since certain people couldn't listen during the assembly, we will have to miss the the next one."

8. Threaten. Example: "If I hear one more voice, we will all stay in at recess."

9. Deliver long lectures. Example: "It has come to my attention that several students think the trash can is a basketball hoop. We can throw things on the playground. In the classroom...

10. Back students into a corner. Example: "What are you doing? Why are you doing that? Don't you know any better? Apologize at once!"

11. Make arbitrary rules. These rules involve no student discussion or input.

Teachers using appropriate discipline:

1. Recognize feelings. Example: "I can see that you are angry because you have to stay after school.

2. Describe the situation. Example: "I see coats all over the closet floor. They need to be hung up."

3. Invite cooperation. Example: "Let's all help to be quiet, so we can go to the puppet show."

4. Are brief. Example: "We do not throw paper."

5. Don't argue. They stick to a decision, but remain flexible enough to change it if they are wrong. Arguing is always a losing proposition.

6. Model appropriate behavior. They always show through example how they want students to behave.

7. Discourage physical violence. Example: "In our class we talk about our problems. We do not hit, kick, or pull hair."

8. Do not criticize, call names, or insult. Example: A child interrupts the teacher's conversation. Teacher: "Excuse me. I will be with you as soon as I finish this conversation."

9. Focus on solutions. Example: "I am seeing unsportsmanlike conduct on the playground. What can we do about this?"

10. Allow face saving exits. Example: "You may remain at your desk and quietly do spelling, or you may sit by yourself in the back of the room" (pp. 82-83).

Good Behavior Comes From Good Choices Theory

Key Ideas

Glasser extended his ideas in reality therapy to the school area and his views are known as the reality model (Wolfgang & Glickman, 1980, p. 114). The following points are offered by Charles (1981) about this model: (1) students are rational and can control their behavior,

(2) teachers must help students make good choices, (3) caring teachers accept no excuses for bad behavior, and (4) class rules are essential and must be enforced (p. 86).

Suggestions

The school should be a place where:

1. People are courteous. Adults have the main responsibility. They do not, nor do they allow students to yell, denigrate others, or use sarcasm.

2. Helpful communications is practiced. People talk with each other, instead of at each other.

3. Reasonable rules exist, to which everyone agrees. These rules make group work maximally efficient and enjoyable for everyone. They are flexible and everyone has a say in formulating them.

4. School administrators actively participate in a system of discipline that teaches self-responsibility. They themselves model desired behavior. They support efforts of teachers. And always try to help students take responsibility for their own behavior.

Glasser reiterates specific duties of teachers in fostering "good places" and student self-responsibility. He reminds teachers to:

- Be personal. Say, "I care enough to get involved."
- Refer to present behavior. The past does not count.
- Stress value judgments. Have students evaluate their behavior.
- Plan alternatives. Work with students to develop better behaviors and allow them time to prove themselves.
- Be committed. Follow up; check back; pay attention; reinforce.
- Don't accept excuses. Don't allow students to make excuses. Instead, help them replan their behavior.
- Don't punish. Make students be responsible. Punishment lifts responsibility from them. They should make restitution and replan their behavior.
- Never give up. Hang in there longer than students expect you to. Firm results take between one and two months to achieve (p. 92).

Confronting Mistaken Goals Theory

Key Ideas

Discipline and punishment do not have the same meaning. Discipline involves teaching students to impose limits on themselves. Students often misbehave because they want to belong and need recognition and status. It is the duty of teachers to identify students who are misbehaving for these reasons and then act in ways that do not reinforce undesirable behaviors (Charles, 1981, p. 96).

Suggestions

Dreikurs believes that encouragement is a crucial element in the prevention of problem behavior (Wolfgang & Glickman, 1980, pp. 79-97). Praise is different from encouragement. Notice the differences:

Praise	Encouragement
You're such a good girl for finishing your assignment.	I can tell that you have been working hard.
I am proud of your behavior at the assembly.	Isn't it nice that we could all enjoy the assembly!
You play the guitar so well!	I can see that you really enjoy playing the guitar.

Dreikurs outlines the following points for teachers who want to encourage students:

1. Always be positive; avoid negative statements.
2. Encourage students to strive for improvement, not perfection.
3. Encourage effort. Results don't matter if students are trying.
4. Emphasize strengths and minimize weaknesses.
5. Teach students to learn from mistakes. Emphasize that mistakes are not failures.
6. Stimulate motivation from within. Don't exert pressure from without.
7. Encourage independence.

8. Let students know that you have faith in their abilities.

9. Offer to help overcome obstacles.

10. Encourage students to help classmates who are having difficulties. This helps them appreciate their own strengths.

11. Send positive notes home, especially noting effort.

12. Show pride in students' work. Display it and invite others to see it.

13. Be optimistic and enthusiastic--it's catching.

14. Try to set up situations that guarantee success for all.

15. Use encouraging remarks often, such as these:

    a. You have improved!

    b. Can I help you?

    c. What did you learn from that mistake?

    d. I know you can.

    e. Keep trying!

    f. I know you can solve this, but if you think you need help...

    g. I understand how you feel, but I'm sure you can handle it.

There are some pitfalls, too, in using encouragement. The teacher should not:

1. Encourage competition or comparison with others.

2. Point out how much better the student could be.

3. Use "but" statements such as, "I'm pleased with your progress but..."

4. Use statements such as, "It's about time."

5. Give up on those who are not responsing. Always encourage consistently and constantly.

6. Praise students or their products (pp. 107-108).

Assertively Taking Charge Theory

Assertive discipline is an approach to classroom control intended to help teachers take charge in their classrooms. It provides the means for relating to students in calm yet forceful ways. It enables teachers to put aside yelling and threatening, offering instead a positive power that prevents their giving in or giving up. This power combines clear expectations, insistence on correct behavior, and consistent follow-through, overlaid with the warmth and support that all students need.

Key Ideas

Lee and Marlene Canter developed this theory in practice using the following ideas (Charles, 1981):

1. Teachers should insist on decent, responsible behavior from their students because parents want it, the community at-large expects it, and the educational process is crippled without it.

2. Teacher failure, for all practical purposes, is synonymous with failure to maintain adequate classroom discipline.

3. Many teachers labor under false assumptions about discipline. They believe that firm control is stifling and inhumane. It is not. Firm control maintained correctly is humane and liberating.

4. Teachers have rights in their classrooms:

    a. The right to establish optimal learning environments.

    b. The right to determine, request, and expect appropriate behavior from their students.

    c. The right to receive help from administrators and parents when needed.

5. Students also have rights in the classroom:

    a. The right to have teachers who help them limit their inappropriate, self-destructive behavior.

    b. The right to have teachers who provide positive support for their appropriate behavior.

c. The right to choose how to behave, with full understanding of the consequences that automatically follow their choices.

6. These needs, rights, and conditions are best met through assertive discipline in which the teacher clearly communicates expectations to students and consistently follows up with appropriate actions but never violates the best interests of the students.

7. This assertive discipline consists of the following elements:

   a. Identifying expectations clearly.

   b. Willingness to say, "I like that," and "I don't like that."

   c. Persistence in stating expectations and feelings.

   d. Use of firm tone of voice.

   e. Maintenance of eye contact.

   f. Using nonverbal gestures in support of verbal statements.

8. Assertive discipline enables teachers to do such things as:

   a. Say no, without feeling guilty.

   b. Give and receive compliments genuinely and gracefully.

   c. Express thoughts and feelings that others might find intimidating.

   d. Stand-up for feelings and rights when under fire from others.

   e. Comfortably place demands on others.

   f. Firmly influence students' behavior without yelling and threatening.

   g. Work more successfully with chronic behavior problems.

9. Teachers who use assertive discipline do the following:

   a. Employ assertive response styles as distinct from nonassertive or hostile response styles.

   b. Eliminate negative expectations about student behavior.

   c. Establish and communicate clear expectations for positive student behavior.

   d. Use hints, questions, and I-messages rather than demands for requesting student behavior.

e. Use eye contact, gestures, and touches to supplement verbal messages.

f. Follow through with promises (reasonable consequences, previously established) rather than with threats.

g. Be assertive in confrontations with students, including statements of expectations, consequences that will occur, and why the action is necessary.

10. To become more assertive in discipline teachers should do the following:

a. Practice assertive response styles.

b. Set clear limits and consequences.

c. Follow through consistently.

d. Make specific assertive discipline plans and rehearse them mentally.

e. Write things down; don't trust the memory.

f. Practice the broken-record technique for repeating expectations.

g. Ask school principals and parents for support in the efforts to help students (pp. 112-114).

Suggestions

Canter and Canter present four guidelines that help teachers follow through appropriately:

1. Make promises, not threats.

2. Establish in advance your criteria for consequences.

3. Select appropriate consequences in advance.

4. Practice verbal confrontations that call for follow-through (p. 123).

Summary of Discipline Theories

No single theory is most effective for maintaining classroom and laboratory discipline. The discipline theory and practices you select will be different depending on your personal characteristics and the situation.

You may use one theory for preventive discipline, another for supportive discipline, and yet another for corrective discipline.

Preventive discipline is designed to keep misbehaviors from occurring, supportive to assist students in improving their behavior, and corrective to deal with misbehaviors that have already occurred. Figure 2 shows which of the theories are most appropriate for different situations.

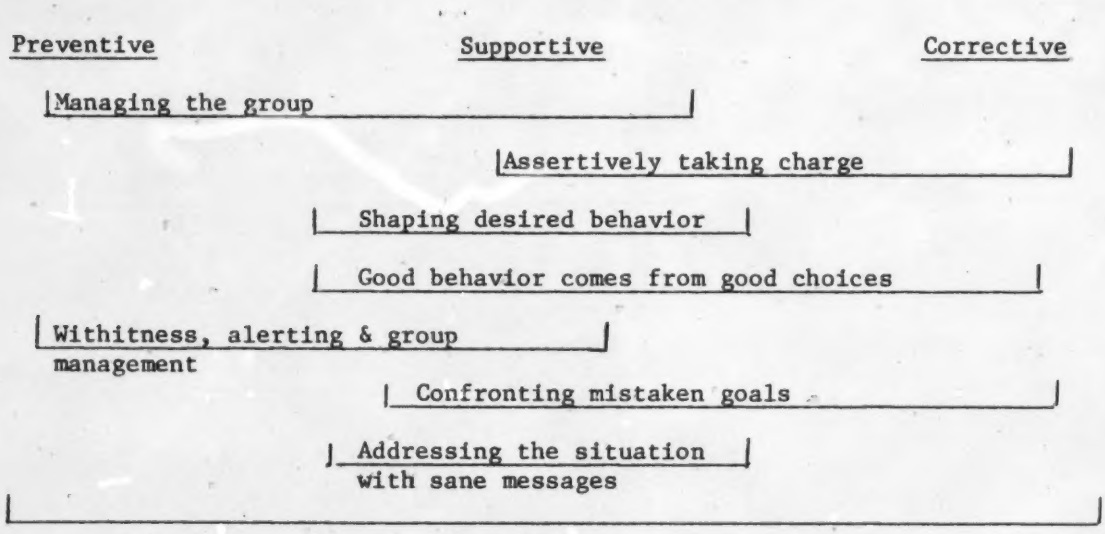

Figure 2. Faces of Discipline and Most Effective Model Applications (Charles, 1981, p. 232).

SUMMARY AND ADDITIONAL RESOURCES

Every vocational teacher should have as a goal to not encounter any discipline situations. This is, however, not very practical because human behavior is very complicated and in most instances, hard to understand and predict. This is especially true when teaching teenagers because these students are in the career preparation stage and must make decisions that they will have to live with the rest of their lives.

An additional concern is present for vocational teachers because their students must prepare for careers in an environment that is safe for both the

students and the teacher. Adequate discipline must be maintained to minimize dangers that can result from accidents involving sewing machines, saws, engines, power equipment, ranges, machinery, and other tools and equipment found in vocational classrooms and laboratories.

This handbook provides several tips for managing the vocational learning environment, but many other resources and references are available that can provide additional assistance. Guidance personnel and principals are in positions to provide immediate assistance when needed. If further reading is desired, a list of references follows that can provide materials which will be of help as you work to maintain effective classroom control so the best possible learning can occur.

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